

CALIFORNIA STATE UNIVERSITY, FRESNO
 KREMEN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
 Department of Literacy and Early Education
 Early Childhood Education Graduate Program



Leadership for Diverse Communities
LEE 232:
Literacy in Early Childhood Education (ECE)
Spring, 2010

Our candidates are Ethical, Reflective and Critical Thinkers who Value Diversity and Life-Long Learning. The faculty of the Kremen School of Education and Human Development foster the development of these dispositions. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

Course Description:

Examines development of oral and written language skills in young children. Explores theories, curricula and strategies for teaching language arts and beginning reading.

Prerequisite: Admission to the MA in Education (ECE Option) or permission of instructor.

Course Title: Literacy in ECE	Instructor Name: Shareen Abramson
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Textbooks:

The textbooks that have been selected for this course are appropriate, advanced texts for both ECE Teacher Leaders and Professional Leaders.

Literacy Development & Research-Based Teaching

McGee, L. M. & Richgels, D. J. (2004). *Literacy's beginnings*. (4th ed.). Boston: Pearson.

ECE Text: Exemplary Research in Early Literacy

Kress, G. (2007). *Spelling*. NY: Routledge.

The following scholarly periodicals and websites may be useful for course assignments: International Reading Association <http://www.reading.org/>; *Reading Research Quarterly*, *Journal of Reading Behavior*, *Reading Teacher*, *Language Arts*, *TESOL Quarterly*, *Elementary School Journal*, *Child Development*, *Childhood Education*, *Early Childhood Research Quarterly*, *Journal of Research in Early Childhood Education*, *Early Childhood Research and Practice* <http://ecrp.uiuc.edu/>; *Educational Leadership*, *Kappan*, *Young Children* and *Beyond the Journal* <http://www.naeyc.org/>

Graduate Program Specializations:

The ECE Graduate Program includes two specializations. Each student must identify one of the two specializations as the focus for their graduate studies.

ECE Teacher Leader:

This specialization provides advanced study for ECE teacher leaders who are primarily interested in teaching in classrooms or comparable settings—infant/toddler program, preschool, kindergarten-third grade. Within this focus is preparation for ECE Specialist Credential— PreK-3 (also requires a Multiple Subject Teaching Credential and two years teaching at two different grade levels, preschool through third grade).

ECE Program Leader:

This specialization provides advanced study for ECE program leaders who work or are planning to work as supervisors or administrators in ECE programs or agencies or as instructors at two- or four-year higher education institutions. Research and policy in ECE is another emphasis for this specialization.

Course Standards:

NAEYC's Advanced Professional Preparation Core Standards for Early Childhood Programs ask candidates to demonstrate competence at higher levels and with greater depth and specialization than those holding an initial degree, license or credential in ECE or child development. NAEYC affirms the value of having a common set of outcomes shared by all in the profession, whatever their preparation or professional role. The standards are:

Standard 1: Promoting Child Development and Learning

Standard 2: Building Family and Community Relationships

Standard 3: Observing, Documenting and Assessing to Support Young Children and Families

Standard 4: Teaching and Learning

Standard 5: Growing as a professional

The above standards are listed in under course goals and objectives.

Candidates in advanced programs are also expected to demonstrate competence in using each of the following professional tools, as these tools apply to their areas of specialization and professional roles. The Essential Tools are:

1. Cultural competence

2. Knowledge and application of Ethical principles
3. Communication skills
4. Mastery of Relevant Theory and Research
5. Skills in Identifying and using professional Resources
6. Inquiry skills and knowledge of Research methods
7. Skills in collaborating, teaching, and mentoring
8. Advocacy skills
9. Leadership skills

Standards for ECE Literacy Instruction:

Infant Toddler

Infant Toddler Learning and Development Foundations

<http://www.cde.ca.gov/sp/cd/re/documents/itfoundations2009.pdf>

Infant Toddler Learning and Development Guidelines

<http://www.cde.ca.gov/sp/cd/re/documents/itguidelines.pdf>

Preschool

Preschool Learning Foundations, Volume 1

<http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>

Preschool Learning and Development Guidelines

<http://www.cde.ca.gov/sp/cd/re/prekguide.asp> (for ordering information)

Kindergarten-Grade 12

English-Language Arts Content Standards for California Public Schools (K-12)

English Language Development Content Standards for California Public Schools (K-12) <http://www.cde.ca.gov/be/st/ss/>

ECE Literacy Components:

Oral Language

- Engaging in rich, extended conversation
- Increasing oral language vocabulary
- Participating in group Co-Inquiry and dialogue
- Telling stories
- Describing people, objects and events

Emergent Literacy

- Reading aloud to children
- Providing phonological awareness and alphabetic activities
- Offering early writing experiences
- Developing print knowledge and concepts, purposes and conventions of print
- Discussing book illustrations and the sequence of story events
- Recognizing print in the environment and in different types of texts
- Using interactive and shared reading with big books
- Reading and responding to alliterative books, predictable books and other literature

Early Literacy

Teaching phonemic awareness

Providing direct, systematic, explicit instruction in phonics, decoding and spelling patterns and sound/symbol that promote fluent reading and writing

Provide opportunities for extended practice in reading, speaking, researching and writing appropriate for students' assessed levels of performance.

Integrating reading and writing across the curriculum.

Course Goals:

1. Develop a thorough understanding of research related to literacy development and language acquisition in young children.
2. Demonstrate understanding of teaching and assessment strategies, which facilitate language and literacy development while meeting the needs of young children.

Objectives:

1. Discuss theories and stages of language and literacy development and their implications for instruction. (NAEYC Advanced 1, 4, 4c; CTC 2.1, 2.1.2., 2.2, 2.2.1, 2.3. 2.3.2., 2.3.3, 2.8.1).
2. Demonstrate understanding of ways to promote family literacy, literate home environments and create linkages with families and the community that strengthen children's language development, early literacy and success in school. (NAEYC Advanced 2, 4a); CTC 2.1, 2.2, 2.3.6, 2.3.10, 2.6.1, 2.6.2, 2.6.3, 2.6.5. 2.6.6, 2.6.8).
3. Address the impact of cultural, ethnic, socio-economic and language diversity of students on reading achievement. (NAEYC Advanced 1, 4, 4a); CTC 2.1, 2.3, 2.3.2, 2.3.3, 2.3.6, 2.3.10, 2.4, 2.4.1, 2.5, 2.5.1, 2.6.1, 2.6.2, 2.6.3, 2.6.5. 2.6.6, 2.6.8).
4. Demonstrate understanding of second language acquisition, strategies for facilitating acquisition of English literacy and adapting instruction according to needs. (NAEYC Advanced 1, 4. 4b, 4d; CTC 2.1, 2.2., 2.2.3, 2.3.1, 2.3.2, 2.4.1, 2.5, 2.5.1, 2.5.2, 2.6.1, 2.6.2, 2.6.8).
5. Utilize current research on reading and language arts in ECE and knowledge of California Reading/Language Arts Content Standards/English Language Development Standards of PreK Guidelines/Desired Results and other professional guidelines to plan and provide instruction in an integrated oral language, emergent literacy, early literacy experiences and instruction See emergent/early literacy descriptions listed above. (ECE Teacher Leader) (NAEYC Advanced 1, 4, 4b, 4c, 4d; CTC 2.1, 2.2.1, 2.2.2, 2.2.3, 2.3, 2.3.2, 2.3.6, 2.3.7, 2.3.8, 2.3.9, 2.3.10, 2.4, 2.4.1, 2.4.3, 2.4.5, 2.5, 2.5.1, 2.5.2, 2.6.2).

6. Demonstrate understanding of a variety of genres and types of children's literature and their use in early childhood settings. (NAEYC Advanced 4, 4b, 4d; CTC 2.1, 2.3, 2.3.2, 2.3.3, 2.3.6, 2.4.1, 2.4.3, 2.5).
7. Demonstrate understanding of the developmental stages of spelling and appropriate teaching strategies for facilitating the acquisition of conventional spelling. (NAEYC Advanced 1, 3, 4, 4b, 4c, 4d; CTC 2.1, 2.2., 2.2.2, 2.3.1, 2.3.2, 2.4.1, 2.4.4,2.5.2).
8. Demonstrate ability to use a variety of informal and formal assessment strategies including observation, checklists, parent interview, screening tests, inventories, tests and other measures to guide early literacy instruction, diagnose reading abilities and difficulties, monitor reading progress and evaluate reading achievement as well as being able to communicate and interpret assessment data to others. (NAEYC Advanced 3; CTC 2.3.1, 2.3.2,, 2.4,,2.4.2, 2.4.3,2.4.4,2.4.5,, 2.6.7, 2.7,2.7.2,).
9. Discuss issues related to early identification and the characteristics of high risk readers and how to refer children for services and accessing school and community resources and programs for early intervention with high risk readers and their families. (NAEYC Advanced 2, 3, 4; CTC 2.1, 2.3, 2.3.1, 2.3.2, 2.3.3, 2.3.8, 2.3.10, 2.4, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5, 2.5, 2.5.1, 2.5.2, 2.6.1,2.6.8, 2.7, 2.7.1,2.7.2,2.7.3).

COURSE REQUIREMENTS:

Web-Enhanced Course:

This course will be web enhanced. All students are required to have a student e-mail account, microsoft office and internet access. Information on obtaining these services is available at <http://www.csufresno.edu/ait/ait-links.htm>. We will be using "Blackboard," a Web-Based E-Learning portal system. Blackboard can be accessed 24-hours a day, seven days a week from any computer with an internet connection. You can access the Fresno State Blackboard server at <http://blackboard.csufresno.edu>.

REQUIREMENTS:

The required assignments for this course are:

- Reading Summaries and Class Co-Inquiries
- Lab Activities
- Children's Literature Collection
- Demonstration of Knowledge: Specialty Area Paper

Demonstration of Skills: Demonstration and Analysis of an Exemplary Literacy Strategy/Practice

Demonstration of Dispositions: Design a Literacy Program for a Charter School
Take Home Final

Reading Reflection and Co-Inquiry:

The class will meet in small co-inquiry groups each week to discuss assigned readings and lab activities. Prior to class, students will read the chapters indicated on calendar. Students will turn in on Blackboard a 1 page written summary of the readings with at least 3 key points of interest that have implications for practice. A **reflective question** must be included for the small group in-class, co-inquiry session. This written summary will be due each week prior to class as indicated on the calendar.

Scoring Criteria: All readings are graded as credit (completed) or no credit (not completed). All readings must be completed for an A or B grade in course. For a grade of A, students must participate in a minimum of 8 co-inquiry sessions (class discussions) of readings and for a B, 6 co-inquiry sessions.

(NAEYC Advanced 1, 4, 4c; CTC 2.1, 2.1.2, 2.2, 2.2.1, 2.3, 2.3.2., 2.3.3, 2.8.1).

Lab Activities:

Lab activities involve both out-of-class preparation and an in-class activity/presentation. The purpose of these activities is to practice particular instructional strategies for literacy or to become more familiar with instructional and assessment materials and resources.

Scoring Criteria: All lab activities are graded as credit (completed) or no credit (not completed). However all lab activities must be completed for an A or B grade in course.

The required lab activities are listed below:

1. Family Collage and Description: Bring in a family collage with a written description including family literacy and communication activities.
(NAEYC Advanced 2, 4a); CTC 2.1, 2.2, 2.3.6, 2.3.10, 2.6.1, 2.6.2, 2.6.3, 2.6.5, 2.6.6, 2.6.8).
2. Language Experience Activity: Share a language experience activity and sample of children's work.
(NAEYC Advanced 1, 3, 4, 4b, 4c, 4d; CTC 2.1, 2.2., 2.2.2, 2.3.1, 2.3.2, 2.4.1, 2.4.4,2.5.2)
3. Required Book or Literacy Material: Bring in a required literacy book or literacy teaching material from an ECE program.
(NAEYC Advanced 1, 4, 4b, 4c, 4d; CTC 2.1, 2.2.1, 2.2.2, 2.2.3, 2.3, 2.3.2, 2.3.6, 2.3.7, 2.3.8, 2.3.9, 2.3.10, 2.4, 2.4.1, 2.4.3, 2.4.5, 2.5, 2.5.1, 2.5.2, 2.6.2).
4. Children's Writing/Spelling Sample: Bring in a "writing" sample of a young child at an identified developmental level.
(NAEYC Advanced 1, 3, 4, 4b, 4c, 4d; CTC 2.1, 2.2., 2.2.2, 2.3.1, 2.3.2, 2.4.1, 2.4.4,2.5.2)

5. Charter School Name, Mission and Goals: Work in small groups to create Charter School Name, Mission Statement and Goals, a model for best practices in ECE literacy instruction
(NAEYC Advanced 1, 4, 4c; CTC 2.1, 2.1.2., 2.2, 2.2.1, 2.3. 2.3.2., 2.3.3, 2.8.1)
6. Literacy Assessment Measure: Review a literacy assessment and discuss its purpose, scores, norming sample, reliability and validity.
(NAEYC Advanced 2, 3, 4; CTC 2.1, 2.3, 2.3.1, 2.3.2, 2.3.3, 2.3.8, 2.3.10, 2.4, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5, 2.5, 2.5.1, 2.5.2, 2.6.1, 2.6.7, 2.6.8, 2.7, 2.7.1, 2.7.2, 2.7.3).
7. Literacy Resources for Parents: Bring in a pamphlet, brochure, website that assists parents and the community in better understanding of curriculum that promotes early learning and literacy development.
(NAEYC Advanced 2, 4a); CTC 2.1, 2.2, 2.3.6, 2.3.10, 2.6.1, 2.6.2, 2.6.3, 2.6.5, 2.6.6, 2.6.8).

Children's Literature Collection:

Students will bring to class a selective, thematic collection of 5-8 (no more than 8) children's books and give a brief talk about the collection, about 10 minutes.

Students will sign-up for the themes for the literature collections according to the presentation dates set by the instructor. (NAEYC Advanced 1, 2, 4, 4a, 4b, 4d; CTC 2.1, 2.2, 2.2.3, 2.3.1, 2.3, 2.3.2, 2.3.3, 2.3.6, 2.4.1, 2.4.3, 2.5, 2.5.1, 2.5.2, 2.3.6, 2.3.10, 2.6.1, 2.6.2, 2.6.3, 2.6.5, 2.6.6, 2.6.8)

Scoring Criteria: The Children's Literature Collection and Presentation is graded as credit (completed) or no credit (not completed). The Collection and Presentation are required for an A or B grade in course.

CHARTER SCHOOL PROJECT: ENVISIONING BEST PRACTICES FOR AN ECE (BIRTH-THIRD GRADE) LITERACY PROGRAM (3 PARTS)

The "Charter School Project" consists of a specialty area research paper, class demonstration and charter school component description. For all of the assignments, students will select and have approved a specialty area topic in literacy as an individual focus for developing professional knowledge, skills and dispositions (see list of recommended literacy topics). A detailed scoring rubric for the Charter School Project appears in the "Grading" section of the syllabus.

PART 1. Demonstration of Knowledge: Specialty Area Paper

To meet individual needs and interests, students will prepare a research paper on a specific literacy topic (see list of suggested topics) that is also related to their literacy demonstration. Students will need at least two books and 5 articles from scholarly literature. The following scholarly periodicals, among others, may be used: *Reading Research Quarterly*, *Journal of Reading Behavior*, *Reading Teacher*, *Language Arts*, *TESOL Quarterly*, *Elementary School Journal*, *Child Development*, *Childhood Education*, *Early Childhood Research Quarterly*, *Journal of Research in Early Childhood Education*, *Early Childhood Research and Practice (online)*, *Educational Leadership*, *Kappan*, *Young Children* and *Beyond the Journal (online)*. The references of books,

journals and in particular, website sources must be approved by the instructor in advance of writing the paper. The Blackboard is to be used so that students can perform a comprehensive check on content and originality prior to paper submission. (NAEYC Advanced 1, 4, 4b, 4c, 4d; CTC 2.1, 2.2.1, 2.2.2, 2.2.3, 2.3, 2.3.2, 2.3.6, 2.3.7, 2.3.8, 2.3.9, 2.3.10, 2.4, 2.4.1, 2.4.3, 2.4.5, 2.5, 2.5.1, 2.5.2, 2.6.2).

PART 2. Demonstration of Skills: A Class Presentation with Documentation and Analysis of an Exemplary Literacy Strategy/Practice (Student Movie, Powerpoint, Photo Panel or PhotoBook)

Students will demonstrate an exemplary, research-based, specific literacy strategy or practice related to their selected specialty area literacy practice. Documentation for the practice can be presented through a movie (video, DVD, youtube or similar formats), powerpoint, photo panel or photobook. Those in the ECE Teacher Leader specialization, must provide a demonstration of their actual skill in working with children. ECE Program Leaders may choose a demonstration, observation or simulation of the skill or practice in working with children or adults. For anyone not having access to children in a classroom, it is possible to make an arrangement with the Huggins Center.

A 1-2 page summary with references (APA style) will be required for the presentation. A copy of the best article found for the specialty area that could be used for teacher training or parent education will be submitted on Blackboard. These materials will be made available to the students in class.

Students will need to bring a computer or memory stick, materials and resources for their demonstration. Be sure to check software applications, websites, etc. prior to the presentation so that valuable class time is not used for this purpose. (NAEYC Advanced 1, 4, 4b, 4c, 4d; CTC 2.1, 2.2.1, 2.2.2, 2.2.3, 2.3, 2.3.2, 2.3.6, 2.3.7, 2.3.8, 2.3.9, 2.3.10, 2.4, 2.4.1, 2.4.3, 2.4.5, 2.5, 2.5.1, 2.5.2, 2.6.2).

PART 3. Demonstration of Dispositions: Planning a Literacy Program Component for the Charter School (Take-Home Final Exam)

A charter school is a model school that has its own innovative mission for education that does not always conform to mandates for public schools. Therefore our charter school will be dedicated to incorporating the best literacy practices and materials available.

Our class will create the mission statement, goals and name for the school. Students will then design a plan for integrating and implementing a major component of the literacy program (oral language, comprehension development, writing, literature, English language development, etc.) that relates to the research specialization. However the charter school assignment is the “theory to practice” application that shows how literacy curriculum should be taught based on research. The design will include the following: 1) a description of the component; 2) the recommended

teaching strategies and activities to be used at various levels and specific adaptations for diversity and English learners; 3) a classroom and/or school design for literacy; 4) recommendations for parent participation or home activities. This assignment is usually about five pages. (NAEYC Advanced 2, 4a); CTC 2.1, 2.2, 2.3.6, 2.3.10, 2.6.1, 2.6.2, 2.6.3, 2.6.5, 2.6.6, 2.6.8).

EXTRA CREDIT: Visit a local charter school, observe the program and write up a description of the literacy program.

Final Meeting:

At the final meeting, students will discuss and make connections between course work and actual practices being used. Students will reflect on their professional growth since the pre-test.

(NAEYC Advanced 1, 4, 4b, 4c, 4d; CTC 2.1, 2.2.1, 2.2.2, 2.2.3, 2.3, 2.3.2, 2.3.6, 2.3.7, 2.3.8, 2.3.9, 2.3.10, 2.4, 2.4.1, 2.4.3, 2.4.5, 2.5, 2.5.1, 2.5.2, 2.6.2).

***CALENDAR** [Check Blackboard for changes]

*** Subject to Change:** This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Date	Topic	Due
January 21	<p>Focus: Infancy: Beginnings of Language and Cognition Review of Course Requirements, Questions, Final The infant’s cognitive and linguistic abilities are described. The importance of the family in children’s language and literacy development. Explain next week’s lab activity: Family Collage <i>ECE Professional Tool 1: Mastery of Relevant Theory and Research</i></p>	<p>A pre-test will be administered related to course objectives.</p>
January 28	<p>Focus: Language Development This session examines behavioral, psycholinguistic and sociolinguistic theories and the stages of language acquisition. The Charter School assignment is presented and discussed. <i>ECE Professional Tool 1: Mastery of Relevant Theory and Research</i></p>	<p><u>Reading:</u> McGee & Richgels, Chap. 1 DUE: Reading and Co-Inquiry <u>Lab Activity:</u> ECE Teaching Strategy – Bring in a family collage with a written description</p>
February 4	<p>Focus: Parents and Early Learning The role of parents in developing children’s literacy is examined. The importance of parent partnerships and fostering family literacy are emphasized. <u>Select Specialty Area</u> Explain next lab activity: Language Experience <i>ECE Professional Tool 7: Skills in Collaborating, Teaching, Mentoring</i></p>	<p><u>Reading:</u> McGee & Richgels, Chap. 2 DUE: Reading Co-Inquiry <u>Literature Collection:</u> Board Books for Very Young Children</p>
February 11	<p>Library Orientation Following presentation, students will begin to research their specialty areas and create an initial list of reference materials.</p>	<p>Reading: McGee & Richgels, Chap. 3 DUE: Reading Co-Inquiry</p>

February 18	<p>Focus: Language and Literacy in Preschool Emergent literacy in preschool children is examined. A variety of literacy experiences that foster early literacy development are highlighted with reference to creating literate home and school environments. Explain next lab activity: Required Literacy Books or Materials <i>ECE Professional Tool 7: Skills in Collaborating, Teaching, Mentoring</i></p>	<p>DUE: Possible Reference List for Demonstration Specialty Area Paper</p> <p><u>Lab Activity:</u> ECE Teaching Strategy – Share a Language Experience Activity and Sample <u>Literature Collection:</u> Nursery Rhymes and Songs</p>
February 25	<p>Focus: Reading Approaches A look at different reading approaches, terminology and research based instructional practices in the early literacy program. Explain next lab activity: Writing and Spelling (2 examples) <i>ECE Professional Tool 5: Skills in Identifying and Using Professional Resources</i></p>	<p>Reading: McGee & Richgels, Chap. 4 DUE: Reading Co-Inquiry Research Based Demonstrations Begin <u>Lab Activity:</u> Bring in a required literacy book or material from an ECE program <u>Literature Collection:</u> Alphabet Books</p>
March 4	<p>Focus: Writing Development Stages of writing development and recommended practices are described including interactive writing, journals, language experience stories, writing and revision process. Explain next lab activity: Charter School Name, Mission and Goals <i>ECE Professional Tool 7: Skills in Collaborating, Teaching, Mentoring</i></p>	<p>Reading: McGee & Richgels, Chap. 5; Kress, <i>Spelling</i> DUE: Reading Co-Inquiry Demonstration <u>Lab Activity:</u> ECE Teaching Strategy – Writing - Bring in a “writing” sample of a young child at an identified age level <u>Literature Collection:</u> Wordless Picture Books, Poetry and Language Play</p>

March 11	<p>Focus: Changing Views on Literacy Reading Summary and Co-Inquiry Social, cultural and political factors affecting the teaching of reading and the public's understanding of the school reading in program. Consideration of the media's role in promoting literacy. Explain next lab activity: Review of Literacy Assessment Measures <i>ECE Professional Tool 8: Advocacy Skills</i></p>	<p>Reading: McGee & Richgels, Chap. 6, 7; Kress, <i>Spelling</i> DUE: Reading Co-Inquiry Demonstration <u>Lab Activity</u>: Work in small groups to create Charter School Name, Mission Statement and Goals <u>Literature Collection</u>: Multicultural Books</p>
March 18	<p>Focus: Assessing Literacy Skills Assessment strategies and tools including the use of informal and formal measures of reading skills, progress and achievement. <i>ECE Professional Tool 6: Inquiry Skills and Knowledge of Research Methods</i></p>	<p>Reading: McGee & Richgels, <i>Literacy's Beginnings</i>, Chap. 12 DUE: Reading Co-Inquiry Demonstration Final version of Charter School Goals Lab Activity: Review a literacy assessment <u>Literature Collection</u>: Predictable Books</p>
March 25	<p>Focus: Second Language Issues Second language acquisition is described as well as strategies for supporting English learners including scaffolding, peer interaction, the natural approach, etc. are reviewed. <i>ECE Professional Tool 1: Cultural Competence</i></p>	<p>Reading: McGee & Richgels, Chap. 11 DUE: Reading Co-Inquiry Demonstration Bring to class a literacy assessment tool used in your program for evaluating literacy progress. <u>Literature Collection</u>: Bilingual Books, Illustrations and Art</p>
April 1	Spring Recess	
April 8	<p>Focus: Reading Difficulties Types of reading intervention programs are overviewed. Reading Recovery, a validated model for assisting high risk readers while in first grade is presented. Explain next lab activity: Literacy Resources for Parents <i>ECE Professional Tool 5: Skills in Identifying and Using Professional Resources</i></p>	<p>Reading: McGee & Richgels, Chap. 8 DUE: SPECIALTY PAPER <u>Literature Collection</u>: Big Books; Leveled "Little" Books</p>

April 15	<p>Focus: Standards, Mandates The advantages and disadvantages for standards for young children. A discussion of ways to ensure standards are developmentally appropriate.</p> <p><i>ECE Professional Tool 2: Knowledge and Application of Ethical Principles</i></p>	<p>Reading: McGee & Richgels, Chap. 9 DUE: Reading Co-Inquiry Demonstration <u>Lab Activity</u>: Bring in a pamphlet, brochure, website that assists parents and the community in better understanding of curriculum that promotes early learning and literacy development <u>Literature Collection</u>: Author Study</p>
April 22	<p>Focus: Literacy Across the Curriculum Integrating literacy experiences through projects, research and thematic studies at different levels is described. <i>ECE Professional Tool 1: Cultural Competence</i></p>	<p>Reading: McGee & Richgels, Chap. 10 DUE: Reading Co-Inquiry Demonstration <u>Literature Collection</u>: Thematic, Content Books</p>
April 29	<p>Focus: Integrative Approaches to Literacy Integrating literacy across the curriculum <i>ECE Professional Tool 1: Skills in Collaborating Teaching and Mentoring</i></p>	<p><u>Literature Collection</u>: Books with Music or Other Media</p>
May 6	<p>Discuss and work on Final: Meeting/Take Home Exam (Charter School Plan for student's individual literacy area)</p>	<p><u>Final</u>: Take-Home Exam involves completion of the Charter School Plan. Must attend final meeting and reflect on the pre-test from the first night of class to self-assess professional growth.</p>
	Faculty Consultation Days 5/13-5/14	
May 13	<p>Leadership Convocation A leadership convocation of past, present and future ECE leaders. Fansler ECE leader of the year is recognized. <i>ECE Professional Tool 9: Leadership Skills</i></p>	
May 20	Final Meeting	DUE: CHARTER SCHOOL

Topic Descriptions

Dispositions About Literacy

ECE leaders examine their own dispositions, beliefs and biases about language and literacy development in the early years. A variety of ECE program philosophies are presented to explore views on early literacy, teaching literacy skills, the value of reading and beliefs about the home environment, the role of the family, culture and socio-economic status as factors in development. ECE leaders choose a specialty topic in literacy in order to deepen knowledge in a specific area of literacy research and practice. The course emphasizes that literacy is the primary communication tool for life success and that being literate is essential to being a contributing member of society.

Literacy Components

Literacy components that correspond to early learning standards are addressed throughout the course. The literacy components include: language development, second language acquisition, phonemic awareness, alphabetic and word knowledge, comprehension, assessment, vocabulary, spelling, integrated literacy and communicative literacy. Literacy research is examined as the basis for informed practice. ECE leaders create a literature collection of children's books, multi-media materials and resources for teaching. Key concepts, skills, strategies and literacy materials are discussed in readings and class lectures and practiced through class presentations and assignments. ECE leaders must demonstrate research-based strategies for ECE literacy instruction and identify related research, curricula, texts, materials and resources. As a class, ECE leaders examine each of the literacy components essential to design of a well-rounded, comprehensive literacy program.

Teaching Strategies

ECE literacy strategies are central to competent teaching and creating a literate ECE community in the classroom and home environment. Varied teaching strategies are modeled by the instructor and practiced by the class for each literacy component. These instructional strategies include motivating ways to engage young learners in reading and writing activities. Featured literacy strategies develop phonemic awareness, comprehension, vocabulary and early reading and writing skills through lessons and activities that include: contextualized learning, scaffolding, language experience, reading aloud, shared reading using "big books," writing process and books and literacy projects in social studies, science, music and the arts.

Assessment of Literacy

Principles and methods of formative and summative literacy assessment are examined throughout the course. Candidates learn how formal and informal measures are used in ECE to assess language and literacy, vocabulary and interests and also for program evaluation of the literacy environment. To become familiar with the variety of literacy assessments, ECE leaders select and present an ECE assessment and discuss how it is administered, scored and interpreted. Assessments include surveys, inventories, questionnaires, individually and group administered tests, observations of the classroom and home to gather data from children, parents and teachers. Results may be used to determine risk factors or children who may require early intervention.

English Language Development and Cultural Diversity

Research on teaching English language learners is reviewed and discussed. A variety of curricula, strategies responsive to diversity and multilingual classrooms and assessment alternatives are presented in the readings, demonstrations and course lectures. Different approaches and programs for English language development are compared. The importance of parent participation and teachers or liaisons representing language and backgrounds of children are stressed. ECE leaders learn to enhance the language and literacy of diverse learners using culturally relevant lessons, artifacts, contextualized experiences, visuals and active learning.

Literacy for All Children (High Risk Learners, Children with Special Needs)

Learning how to adapt ECE literacy experiences for inclusive and special education settings leads to increased opportunities for access and equity for all children. Teaching methods, specially designed materials and individualized teaching are explored. Types of risk factors and early intervention programs such as RTI and Reading Recovery are examined as well as more informal strategies such as intensive one-on-one help, reading buddies, volunteers and parent involvement. Community resources and services that may be helpful are shared.

Using Technology

Technology is incorporated into the components of literacy, teaching strategies and literacy assessment covered in this course. Students use technology for literacy instruction, for collaboration on lab assignments and to make a presentation on their specialty area to the class. Students learn how to locate internet resources appropriate for research, ECE teaching and program improvement.

Role as a Professional Educator

The use of professional resources (e.g. standards, professional journals and organizations) is infused throughout the course through lectures, activities, and assignments. The importance of parent and community partnerships to improve literacy are discussed throughout the course.

CLASS AND UNIVERSITY POLICIES

COURSE ATTENDANCE POLICY: Attend all class sessions unless ill. Due to co-inquiry discussions and lab activity requirements, more than 2 absences may result in a lower grade.

CELL PHONES: Out of respect for everyone's learning experience, cell phones are to be turned off during class except when an emergency call is expected, or during breaks. Cell phones must be stowed at all times, and not visible on the desk, clothing, lap, etc. Cell phones may not be used to record, transmit, photograph or video without prior arrangement and permission of the instructor. Violation of this policy will result in requiring the student to remove cell phone from my classroom for the remainder of the semester.

STUDENTS WITH DISABILITIES: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

CHEATING AND PLAGIARISM: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Policy/Legal Statements) or the University Catalog (University policies)

STUDENT CONDUCT: In accordance with university policies and California state law, students are expected to be responsible, civil and respect others and their property. Examples of unacceptable behaviors include: destruction, damage or misuse of university property; dishonesty, falsifying information or misrepresentation; lewd or obscene behavior; disruption of a university-related activity; conduct that threatens or endangers the health or safety of any person within or related to the University community, including physical abuse, threats, intimidation, harassment, or sexual misconduct; and unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose (For more information and additional prohibitions see: *California Code of Regulations, TITLE 5 Education, Division 5*. Board of Trustees of the California State Universities, Subchapter 4. Student Affairs, Article 2. Student Conduct § 41301).

DISRUPTIVE CLASSROOM BEHAVIOR: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. . . . Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

MAKE UP POLICY FOR PLANNED AND UNPLANNED ABSENCES: In the case of an unplanned student absence, papers, tests, and/or homework assignments due during the time the student is absent may be made up only if the student contacts the instructor as soon as practicable after the absence occurs and works out a plan. In the case of authorized absences due to university-sponsored activities, students should submit their work to the instructor on or before the due date, or as arranged with the instructor. This includes papers, tests, and/or homework assignments. The instructor may require a doctor's note to verify illness for absence during examinations or for late assignments. When a student is absent for an extended period, a viable make-up plan may not be feasible. In these circumstances, other options such as dropping the class for a serious and compelling reason or withdrawal from the university may be appropriate.

COMPUTERS: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from [Information Technology Services](#) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

During class, use of the computer is for approved, in-classroom activities only such as note-taking or class presentations. Use of the computer for non-class related activities including, but not limited to, social networking, e-mail, other personal access/communication or unauthorized audio or visual recording or transmission of classroom activities, lectures, students or their work are strictly prohibited. Violation of this policy will result in requiring the student to remove the computer from my classroom for the remainder of the semester.

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GRADING POLICY: Assignments will be graded according to criteria discussed in class. All grades are determined by the instructor and are based on both the quantity and quality of work. Qualitative assessment (your grade) is based on an Outcomes Assessment Rubric that includes the Demonstration, Paper and Charter School Plan assignments. The final grade for the course includes: Readings and Co-Inquiry; Lab Activities; Literacy Collection; Take Home Final; Literacy Charter School Components: Demonstration of an Exemplary Literacy Practice, Literacy Specialty Paper, Literacy Plan for the Charter School.

Possible Grade A: All readings and 8 co-inquiry sessions; Demonstration includes video, DVD or imovie, powerpoint and written summary; write 10 page or more Specialty Area Paper, Charter School Plan (Final), attend 10 in-class Reading Co-Inquiry groups, Literature Collection.

To receive an A in class requires: 1) a grade of A on the Demonstration and 2) a grade of A on two of the other Charter School parts: either the Specialty Area Paper or the Charter School Plan (final).

Possible Grade B: All readings and 6 co-inquiries, Demonstration in any form with written summary, 5 page Specialty Area Paper, All Lab Activities, Literature Collection, Charter School Plan (Final).

Possible Grade C: All readings, 5 page Specialty Area Paper, Demonstration, Literature Collection, Charter School Plan (Final).

**DEVELOPMENTALLY APPROPRIATE PRACTICE (DAP)
CHARTER SCHOOL – SEPARATE COURSE ASSESSMENT RUBRIC
NAEYC Standards 1, 3, 4; Essential Tool 5**

CHARTER SCHOOL ELEMENT	DOES NOT YET MEET EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	SCORE
<p>Standard 1 Promoting Child Development and Learning</p> <p>Knowing young children’s characteristics and needs, understanding multiple influences on development and learning to create healthy, supportive, respectful environments.</p>	<p>Charter School Project does not show that candidate understands young children, their learning styles needs, or appropriate learning environments to support their learning.</p>	<p>Charter School Project demonstrates that candidate understands young children, their learning styles needs and appropriate learning environments to support their learning. Research paper and demonstration of practice provide specific examples that promote children’s learning and development.</p>	<p>Charter School Project demonstrates that candidate understands young children, their learning styles needs and appropriate learning environments to support their learning. Research paper and demonstration of practice provide specific examples of skills and strategies including research that validates their use and ways to adapt methods to diverse learners.</p>	
<p>Standard 3 Observing, Documenting and Assessing to Support Young Children and their Families</p> <p>Candidates know about and understand the goals, benefits, and uses of assessment. They use systematic observations, documentation and other strategies in a responsible with and in partnership with families and other professionals to positively influence development and learning. (LEE 232, LEE 233)</p>	<p>Charter School Project does not provide sufficient detail concerning assessment program.</p>	<p>Charter School Project includes a description and analysis of an ECE assessment measure as well as a comprehensive assessment plan for the charter school curriculum component.</p>	<p>Charter School Plan makes use of systematic assessments and continuous ongoing observation and documentation of the learning processes and achievements of learners. A plan for reporting findings to parents and involving them in the process of program development is formulated. An interdisciplinary approach to assessment for children with special needs is included. The design of school environment and resources reflect attention to inclusion and the provision of services for children having varying disabilities.</p>	

<p>Standard 4 Teaching and Learning</p> <p>Candidates integrate their understanding of children and families and the importance of relationships that develop a variety of approaches and strategies for teaching/learning to reflect knowledge of academic disciplines, essential concepts, inquiry tools and structure of content areas to design, implement and evaluate meaningful, developmentally appropriate and challenging learning for all children.</p>	<p>The Charter School Project lacks research, practices and a coherent plan for the school that integrate understanding of children, the importance of caring relationships and instructional methodologies.</p>	<p>The Charter School Project presents research, practices and plan for the school that integrate understanding of children, the importance of caring relationships and varied approaches to the design of effective instruction that reflect the full span of content knowledge from the disciplines. The demonstration of practice aligns with early learning standards and other mandates. Learning experiences, activities or services have a clear purpose and are research-based. Analysis and reflections are discussed. A guide is prepared to summarize presentation and key findings.</p>	<p>The Charter School Plan represents a synthesis of the latest research and best practices as well as new technologies and other innovations. Learning experiences are integrated, DAP and meets the highest early learning and professional standards. Description of the curriculum references adaptations for differences in abilities, cultural backgrounds. Future plans or modifications are described. A guide is prepared that summarizes activity, key findings and includes a selected bibliography.</p>	
<p>Tool 5: Skills in Identifying and Using Professional Resources</p> <p>Demonstrate a high level of skill in identifying and using the human, material, and technological resources needed to perform one's professional roles and keep abreast of the field's changing knowledge base use of library, Internet and community resources, networks of colleagues, and other sources of knowledge and professional growth.</p>	<p>Few professional resources identified in the Charter School Project.</p>	<p>Charter School Project provides research, resources, curriculum or other materials and activities for improving the field obtained from the library, internet and other resources. The candidate has a clear plan for using work from the project as a basis for advocating for a sound knowledge and research base for ECE practices and improving the lives of children and families in the real world.</p>	<p>Charter School Project represents the candidate's deep commitment to improving curriculum and other programs related to the candidate's work or professional goals through active research and exemplary practice. All recommendations draw on this research. The candidate has a clear plan for using the charter school project and findings from research to make it available to other professionals, families or programs.</p>	

DAP Charter School Project -Separate Component Scoring Guide

Analytic Scores:

Does Not Yet Meets Expectations = 1

Meets Expectations = 2

Exceeds Expectations = 3

Holistic Scoring: Does Not Yet Meets Expectations = 6 or less; Meets Expectations = 7-9;

Exceeds Expectations = 10-12

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